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UNITED STATES DEPARTMENT OF AGRICULTURE,
STATES RELATIONS SERVICE.

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**HOW TEACHERS IN RURAL ELEMENTARY SCHOOLS MAY
USE FARMERS' BULLETIN 779, HOW TO SELECT A
SOUND HORSE.**

Range of use.—General.

Relation to course of study.—This bulletin should be used in connection with the study of the care and management of farm animals. It is highly important that the prospective farmer should know a good sound animal when he sees it. He should form the habit of looking for good points and defects in animals.

Topics.—The material in the publication should be grouped into eight lesson topics: (1) Regions of the horse, page 4, figure 1; (2) stable vices—general appearance, pages 3-7; (3) learning to tell the age of a horse, figures 2 to 10 and accompanying legends; (4) fore-parts—head, mouth, muzzle, face, eyes, ears, poll, neck; (5) fore-parts—shoulders, chest, forelegs; (6) the barrel or body; (7) the hind parts—hind quarters, hind legs, hock; and (8) the horse in action—lameness, walking, trot, easy gaits, canter, testing the wind, adaptability for specific kinds of work, vices.

Study questions.—Topic 1: The teacher should reproduce on the blackboard the drawing showing the regions of the horse. Give the pupils a thorough drill on locating and naming the regions.

Topic 2: What are the symptoms or indications of wind sucking? Of stable kicking? Of stall walking? Of weaving? What characteristics indicate that a horse is in good health? Give directions for examining a horse. How is the height of a horse determined? What is a "hand"? What two temperamental extremes are found in horses? What are some indications of a desirable temperament? Summarize the indications of good quality. What are the most common colors of horses? Which are most desirable? Which are undesirable? What are the most useful years of a horse's life?

Topic 3: Have the pupils learn the appearance of a horse's mouth at different ages. The pupils should be given as much practice as possible in judging the ages of horses in the community. Horses the ages of which are definitely known should be used.

Topic 4: What are the characteristics of a good head? Compare such a description with horses in the community. Examine the mouths of horses in the community for defects. What is the muzzle? What might scars about the lips indicate? What do blemishes about the face indicate? Give directions for testing the eyes. What defects

about the eyes should be noted? Give the characteristics of a desirable ear. What defects of the ear should be looked for? What is poll evil? Give the qualities of a desirable neck. Point out horses in the community that have desirable and undesirable necks.

Topic 5: What is indicated by short shoulders? Straight shoulders? Sloping shoulders? What is fistula? Sweenied shoulders? What are the characteristics of a good chest? Point out horses in the community that have forelegs taking approximately the directions of those shown in figure 15. In figure 16, name, locate, and give symptoms of the diseases of the foreleg.

Topic 6: Describe a desirable barrel or body. Point out in the community horses conforming to such a description. What blemishes may be found on the body?

Topic 7: What qualities in the hind quarters are desirable in a draft horse? A light horse? Examine figures 27 and 28. Compare these with the conformations of horses in the community. Name, locate, and give indications of blemishes and diseases of the hind legs.

Topic 8: Name the different gaits. How is each executed by the horse? For what is each valuable? Observe horses in action to study gaits. Give directions for testing the wind. What are the symptoms of heaves? Name some of the more common vices of horses. These should be guarded against in purchasing a horse.

Illustrative material.—The illustrations in this publication should be utilized in connection with the study of the topics. When practicable, examine horses in the community in connection with the study of the several topics.

Practical exercises.—Studying animals in connection with the several topics affords valuable practice.

Correlations.—Have the members of the class reproduce the outline showing the regions of the horse. Number and name the regions.

Arithmetic: Make a horse survey of the community. Ascertain the number and value of the draft, roadster, and light animals. Find the total value of all horses in the community.

Geography: To what extent are horses raised in the community? What types and breeds are raised? If there is a surplus, what sections of the country afford markets? If the community does not raise a sufficient number of horses for its own use, in what States or sections are the additional horses purchased? Estimate the amount of money that comes in or goes out of the community as the result of selling or buying horses.

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